NAEP 2003 Mathematics Report for Idaho

Toward a More Inclusive NAEP

NAEP endeavors to assess all students selected in the randomized sampling process, including students with disabilities (SD) as well as students who are classified by their schools as limited-English-proficient (LEP). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as eligibility for Section 504 services, make decisions regarding inclusion in the assessment of students with disabilities. They also make decisions regarding inclusion of LEP students, based on NAEP's guidelines. This includes evaluating the student's capability of participating in the assessment in English, as well as taking into consideration the number of years the student has been receiving instruction in English.

Percentages of students excluded from NAEP may vary considerably across states, and within a state, across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of students classified as SD or LEP in all participating states and jurisdictions are available in an interactive database at the NAEP web site (http://nces.ed.gov/nationsreportcard/naepdata/).

The results displayed in this report and in other publications of the NAEP 2003 mathematics results are based on representative samples that include SD and LEP students who were assessed either with or without accommodations, based on NAEP's guidelines. Prior to 2000, however, in state NAEP mathematics assessments no testing accommodations or adaptations were made available to the special-needs students in the samples that served as the basis for reported results.

In the 1996 national and 2000 national and state mathematics assessments, NAEP drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. In mathematics, students had the option of using a bilingual English–Spanish test book. However, for mathematics students were not allowed to use calculators for any questions on which calculators were not permitted. NAEP has used these comparable samples to study the effects of allowing accommodations for special-needs students in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (see http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research).

Tables 1A and 1B display the percentages of special-needs students identified, excluded, and assessed under standard and accommodated conditions at grades 4 and 8.

Table 2 presents the total number of students assessed, the percentage of students sampled that were excluded, and average scale scores for all participating states and other jurisdictions at grades 4 and 8.

TABLE 1A

The Nation's Report Card 2003 State Assessment

Percentage of SD and LEP students in mathematics assessments identified, excluded, and assessed, grade 4 public schools: 1992–2003

	SD and/or LEP		SD		LEP	
	Idaho	Nation (Public)	Idaho	Nation (Public)	Idaho	Nation (Public)
Accommodations not permitted						
1992 Identified	9 (0.7)	10 (0.6)	8 (0.6)	7 (0.5)	2 (0.3)	3 (0.3)
Excluded	3 (0.5)	7 (0.4)	3 (0.4)	5 (0.3)	1 (0.2)	2 (0.2)
Assessed under standard conditions	6 (0.5)	4 (0.6)	5 (0.5)	3 (0.5)	1 (0.2)	1 (0.3)
2000 Identified	16 (1.2)	16 (1.1)	12 (0.9)	12 (0.9)	5 (1.0)	6 (0.8)
Excluded	6 (1.2)	7 (0.8)	5 (1.1)	6 (0.6)	2 (0.6)	2 (0.4)
Assessed under standard conditions	10 (1.4)	9 (0.8)	6 (1.1)	6 (0.6)	4 (0.9)	3 (0.5)
Accommodations permitted						
2000 Identified	16 (1.2)	19 (1.4)	12 (0.9)	13 (0.9)	5 (1.0)	7 (1.0)
Excluded	2 (0.5)	4 (0.6)	1 (0.3)	3 (0.5)	2 (0.5)	1 (0.3)
Assessed under standard conditions	7 (1.3)	10 (0.9)	5 (1.0)	5 (0.5)	3 (0.8)	5 (0.8)
Assessed with accommodations	7 (0.9)	5 (0.7)	6 (0.9)	4 (0.5)	1 (0.4)	1 (0.4)
2003 Identified	18 (1.1)	22 (0.3)	12 (0.6)	14 (0.1)	7 (0.9)	11 (0.3)
Excluded	2 (0.3)	4 (0.1)	1 (0.2)	3 (0.1)	1 (0.2)	1 (0.1)
Assessed under standard conditions	9 (0.8)	10 (0.3)	4 (0.4)	4 (0.1)	5 (0.8)	7 (0.3)
Assessed with accommodations	7 (0.6)	8 (0.2)	7 (0.5)	7 (0.1)	2 (0.3)	2 (0.1)

SD: Students with Disabilities. LEP: Limited-English-proficient students.
NOTE: The standard errors of the statistics in the table appear in parentheses. Detail may not sum to totals because of rounding. Some students were identified as both SD and LEP. Such students would be included in both the SD and LEP portions of the table.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2003 Mathematics Assessments.

TABLE 1B

The Nation's Report Card 2003 State Assessment

Percentage of SD and LEP students in mathematics assessments identified, excluded, and assessed, grade 8 public schools: 1990–2003

	SD and/or LEP		SD		LEP	
	Idaho	Nation (Public)	Idaho	Nation (Public)	Idaho	Nation (Public)
Accommodations not permitted						
1990 Identified	6 (0.6)	— (—)	6 (0.6)	— (—)	1 (0.1)	— (—)
Excluded	2 (0.3)	— (—)	2 (0.3)	— (—)	# (0.1)	— (—)
Assessed under standard conditions	4 (0.5)	— (—)	4 (0.5)	— (—)	# (0.1)	— (—)
1992 Identified	7 (0.5)	10 (0.5)	7 (0.5)	8 (0.5)	1 (0.3)	2 (0.2)
Excluded	3 (0.3)	6 (0.4)	3 (0.3)	5 (0.3)	# (0.1)	2 (0.2)
Assessed under standard conditions	4 (0.5)	4 (0.5)	4 (0.4)	3 (0.5)	# (0.2)	1 (0.1)
2000 Identified	14 (0.8)	15 (0.9)	10 (0.6)	12 (0.8)	4 (0.9)	4 (0.5)
Excluded	5 (0.7)	7 (0.6)	5 (0.6)	6 (0.6)	1 (0.3)	2 (0.2)
Assessed under standard conditions	9 (1.0)	8 (0.6)	6 (0.7)	6 (0.5)	3 (0.8)	3 (0.4)
Accommodations permitted						
2000 Identified	14 (0.8)	14 (1.0)	11 (0.7)	11 (0.7)	4 (0.9)	4 (0.7)
Excluded	2 (0.3)	4 (0.4)	2 (0.3)	3 (0.3)	1 (0.2)	1 (0.2)
Assessed under standard conditions	8 (0.9)	7 (0.6)	6 (0.5)	5 (0.4)	3 (0.8)	3 (0.5)
Assessed with accommodations	4 (0.9)	3 (0.4)	3 (0.7)	2 (0.3)	1 (0.6)	1 (0.2)
2003 Identified	15 (0.8)	19 (0.2)	10 (0.7)	14 (0.2)	6 (0.7)	6 (0.2)
Excluded	1 (0.2)	4 (0.1)	1 (0.1)	3 (0.1)	# (0.1)	1 (0.1)
Assessed under standard conditions	9 (0.7)	8 (0.2)	6 (0.5)	5 (0.1)	4 (0.6)	4 (0.2)
Assessed with accommodations	5 (0.5)	7 (0.1)	4 (0.4)	6 (0.1)	1 (0.3)	1 (0.1)

— Not available.
Estimate rounds to zero.
SD: Students with Disabilities. LEP: Limited-English-proficient students.
NOTE: The standard errors of the statistics in the table appear in parentheses. Detail may not sum to totals because of rounding. Some students were identified as both SD and LEP. Such students would be included in both the SD and LEP portions of the table.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990–2003 Mathematics Assessments.

TABLE 2

The Nation's Report Card 2003 State Assessment

Total number of students assessed, percentage of students sampled that were excluded, and average mathematics scale scores, grades 4 and 8 public schools: By state, 2003.

	Grade 4			Grade 8		
	Number assessed	Percentage excluded	Average scale score	Number assessed	Percentage excluded	Average scale score
Alabama	3,559	2 (0.3)	223 (1.2)	2,563	2 (0.4)	262 (1.5)
Alaska	2,825	1 (0.3)	233 (0.8)	2,545	1 (0.2)	279 (0.9)
Arizona	3,952	5 (0.5)	229 (1.1)	2,713	4 (0.5)	271 (1.2)
Arkansas	3,273	2 (0.4)	229 (0.9)	2,582	2 (0.4)	266 (1.2)
California	8,544	3 (0.5)	227 (0.9)	5,512	3 (0.4)	267 (1.2)
Colorado	3,460	2 (0.3)	235 (1.0)	2,757	2 (0.3)	283 (1.1)
Connecticut	3,221	4 (0.6)	241 (0.8)	2,698	4 (0.4)	284 (1.2)
Delaware	3,124	7 (0.4)	236 (0.5)	2,455	9 (0.6)	277 (0.7)
Florida	3,615	3 (0.5)	234 (1.1)	2,483	3 (0.5)	271 (1.5)
Georgia	5,372	2 (0.3)	230 (1.0)	4,246	2 (0.3)	270 (1.2)
Hawaii	3,629	3 (0.6)	227 (1.0)	2,824	4 (0.4)	266 (0.8)
Idaho	3,394	2 (0.3)	235 (0.7)	2,708	1 (0.2)	280 (0.9)
Illinois	5,000	4 (0.6)	233 (1.1)	4,122	4 (0.5)	277 (1.2)
Indiana	3,666	2 (0.4)	238 (0.9)	2,656	2 (0.3)	281 (1.1)
Iowa	3,238	3 (0.5)	238 (0.7)	2,932	2 (0.3)	284 (0.8)
Kansas	3,041	2 (0.3)	242 (1.0)	2,934	3 (0.4)	284 (1.3)
Kentucky	3,451	3 (0.5)	229 (1.1)	2,833	4 (0.7)	274 (1.2)
Louisiana	2,917	3 (0.9)	226 (1.0)	2,370	5 (0.6)	266 (1.5)
Maine	2,879	3 (0.5)	238 (0.7)	2,861	4 (0.4)	282 (0.9)
Maryland	3,470	4 (0.7)	233 (1.3)	2,406	4 (0.7)	278 (1.0)
Massachusetts	4,499	3 (0.4)	242 (0.8)	3,773	3 (0.6)	287 (0.9)
Michigan	3,784	4 (0.4)	236 (0.9)	2,652	5 (0.6)	276 (2.0)
Minnesota	3,551	3 (0.3)	242 (0.9)	2,645	2 (0.3)	291 (1.1)
Mississippi	3,241	5 (0.5)	223 (1.0)	2,625	5 (0.5)	261 (1.1)
Missouri	3,495	4 (0.4)	235 (0.9)	2,735	4 (0.6)	279 (1.1)
Montana	2,912	2 (0.3)	236 (0.8)	2,643	2 (0.3)	286 (0.8)
Nebraska	2,748	3 (0.4)	236 (0.8)	2,469	4 (0.4)	282 (0.9)
Nevada	3,315	4 (0.6)	228 (0.8)	2,646	2 (0.2)	268 (0.8)
New Hampshire	3,218	3 (0.4)	243 (0.9)	2,829	3 (0.5)	286 (0.8)
New Jersey	3,422	2 (0.6)	239 (1.1)	2,810	2 (0.4)	281 (1.1)
New Mexico	2,930	4 (0.9)	223 (1.1)	3,217	2 (0.4)	263 (1.0)
New York	4,308	5 (0.6)	236 (0.9)	3,422	5 (0.7)	280 (1.1)
North Carolina	4,912	4 (0.4)	242 (0.8)	4,093	4 (0.5)	281 (1.0)
North Dakota	3,066	2 (0.3)	238 (0.7)	2,684	1 (0.2)	287 (0.8)
Ohio	4,767	4 (0.5)	238 (1.0)	3,523	5 (0.8)	282 (1.3)
Oklahoma	3,199	4 (0.5)	229 (1.0)	2,855	2 (0.3)	272 (1.1)
Oregon	3,306	4 (0.5)	236 (0.9)	2,671	3 (0.4)	281 (1.3)
Pennsylvania	3,459	3 (0.6)	236 (1.1)	2,776	2 (0.3)	279 (1.1)
Rhode Island	3,201	3 (0.6)	230 (1.0)	2,669	4 (0.3)	272 (0.7)
South Carolina	3,438	6 (0.6)	236 (0.9)	2,471	7 (0.8)	277 (1.3)
South Dakota	3,342	1 (0.3)	237 (0.7)	2,839	2 (0.3)	285 (0.8)
Tennessee	3,615	3 (0.5)	228 (1.0)	2,610	3 (0.4)	268 (1.8)
Texas	5,653	7 (0.6)	237 (0.9)	4,398	7 (0.6)	277 (1.1)
Utah	3,733	3 (0.4)	235 (0.8)	2,726	3 (0.4)	281 (1.0)
Vermont	2,840	4 (0.4)	242 (0.8)	2,650	3 (0.4)	286 (0.8)
Virginia	3,497	6 (0.8)	239 (1.1)	2,776	7 (0.6)	282 (1.3)
Washington	3,769	3 (0.5)	238 (1.0)	2,629	2 (0.3)	281 (0.9)
West Virginia	2,810	3 (0.4)	231 (0.8)	2,365	3 (0.4)	271 (1.2)
Wisconsin	3,136	4 (0.5)	237 (0.9)	2,591	3 (0.4)	284 (1.3)
Wyoming	2,781	1 (0.1)	241 (0.6)	2,720	1 (0.2)	284 (0.7)
DC	2,748	4 (0.3)	205 (0.7)	1,888	6 (0.4)	243 (0.8)
DoDEA/DDESS	1,313	2 (0.4)	237 (0.7)	709	2 (0.5)	282 (1.5)
DoDEA/DoDDS	2,777	1 (0.2)	237 (0.5)	2,256	1 (0.2)	286 (0.7)

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational

Progress (NAEP), 2003 Mathematics Assessment.